**Weekly Lesson Plan (Week-at-a-Glance) – Family and Friends (French I)**

**Teacher:** Gelin Noel  **Subject:** French I  **Grade:** High School
**Date(s):** October 20–25, 2025  **Unit Focus:** *La famille et les amis*
**Assessment:** ☑ Quiz (Thursday) ☑ Writing Task (Friday)

**Georgia Standards of Excellence (WL1.INT1, WL1.PS1, WL1.CCC1, WL1.CCC2):**

* Exchange simple information about self and others.
* Write and speak using familiar vocabulary and grammatical structures (-ER verbs, adjectives).
* Demonstrate understanding of short texts on familiar topics.
* Connect cultural perspectives (birthdays, celebrations, family)

| **Day** | **Learning Target (LT)** | **Success Criteria (SC)** | **Activation of Learning (5 min)** | **Focused Instruction – I DO (10 min)** | **Guided Instruction – WE DO (10 min)** | **Collaborative Learning – Y’ALL DO (10 min)** | **Independent Learning – YOU DO (10 min)** | **Closing (5 min)** |
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| **Mon 10/20** | **LT:** I can identify and describe family members using possessive adjectives. **SC1:** I can use *mon, ma, mes* accurately. **SC2:** I can introduce my family members. | **KWL Chart:** Students fill in “What I Know / Want to Know about Family Vocabulary.” | **Direct Instruction (Think-Aloud):** Teacher models family vocab and possessive adjectives using a family photo slideshow. | **Graphic Organizer (WE DO):** Students complete a family tree labeled with *mon, ma, mes* and French terms. | **Jigsaw Strategy (Y’ALL DO):** Groups become “experts” on one family group (parents, siblings, cousins) and teach peers. | **Choice Board (YOU DO):** Choose: write short intro of your family OR draw & label your own family tree. | **Exit Ticket:** Write one sentence using *mon, ma,* or *mes* correctly. |  |
| **Tue 10/21** | **LT:** I can describe physical and personality traits using descriptive adjectives. **SC1:** I can agree adjectives in gender and number. **SC2:** I can use adjectives to describe friends and family. | **Quick Write:** “Describe your best friend in 2 English sentences.” | **Modeling with Think-Aloud:** Mini-lesson on adjective placement and agreement (e.g., *Ma mère est gentille et petite.*). | **Guided Practice:** Students match adjective cards to family photos on slides. | **Team Problem Solving:** In pairs, describe a mystery person using adjectives; classmates guess who. | **Independent Writing:** Write 4 sentences describing two family members using at least 3 adjectives. | **3-2-1 Summary:** 3 adjectives learned, 2 you like, 1 question you still have. |  |
| **Wed 10/22** | **LT:** I can conjugate regular -ER verbs to describe what my family and friends do. **SC1:** I can identify subject pronouns and endings. **SC2:** I can use -ER verbs to describe daily actions. | **Anticipation Guide:** Students mark “true/false” for statements like “All -ER verbs have the same endings.” | **Worked Examples:** Teacher models *parler, aimer, jouer* in a color-coded chart, emphasizing endings. | **Error Analysis:** Students fix incorrect sentences (*Nous parles français → Nous parlons français.*). | **Collaborative Annotation:** Groups correct and explain mistakes on mini whiteboards together. | **Independent Practice:** Complete a short fill-in-the-blank paragraph with -ER verbs. | **Exit Ticket:** Conjugate one -ER verb for each pronoun aloud. |  |
| **Thu 10/23** | **LT:** I can talk about family birthdays and celebrations. **SC1:** I can use dates and months correctly. **SC2:** I can write short sentences describing birthday traditions. | **Engaging Video Prompt:** Watch 1-min clip “Les anniversaires en France.” Students list French words they hear. | **Direct Instruction (I DO):** Review months, numbers, and birthday vocabulary with anchor chart visuals. | **Guided Practice:** Read a short authentic text: “L’anniversaire de Chloé” (Reciprocal Teaching: summarize, question, clarify). | **Gallery Walk:** Students circulate reading peers’ mini birthday cards written in French. | **Writing Task:** Write 4–5 French sentences describing a family member’s birthday celebration (include age, date, activity). | **One-Minute Summary:** Share one new cultural fact about French birthdays. |  |
| **Fri 10/24** | **LT:** I can read and write a short description of my family using -ER verbs and adjectives. **SC1:** I can apply vocabulary and grammar from the week. **SC2:** I can organize my writing clearly with complete sentences. | **Do Now:** Short review quiz (vocab + verb endings). | **Reading Apprenticeship:** Students read a short paragraph titled *Ma famille* and annotate with comprehension notes. | **Peer Feedback (WE DO):** Pairs exchange drafts of their “My Family” paragraph and check for adjective/verb accuracy. | **Socratic Seminar:** Discuss “How are family roles and celebrations similar or different in France?” | **Performance Task:** Write a final draft of *Ma famille et mes amis* paragraph with a photo. | **Peer Debrief & Revisit LT:** Rate how well you met SC1 & SC2 (1–4). |  |